



Walberton Pre-School

Inspection report for early years provision

Unique Reference Number	EY281732
Inspection date	09 February 2007
Inspector	Kerry Iden
Setting Address	Walberton Village Hall, The Street, Walberton, Arundel, West Sussex, BN18 0PB
Telephone number	01243 555922
E-mail	
Registered person	Walberton Pre-School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Walberton Pre-school has been owned by the current owner since 2004. It operates from one large hall for children aged three and a half years to school age, known as "The Owls" and an adjoining smaller hall for the children aged two years until they become funded known as "The Robins". There is also a large grassed area directly outside the hall. It is situated within a village and serves the needs of other local villages. A maximum of 42 children may attend the pre-school at any one time. The nursery is open Monday to Friday, term time only, sessions are available from 09:15 - 11:45 with a lunch club available three days a week.

There are currently 55 children aged from two years to under five years on roll. Of these 32 children receive funding for nursery education. Children come mainly from the local and surrounding villages. The pre-school supports children with learning difficulties and disabilities.

The nursery employs 12 staff, some of whom are volunteers; five of the staff, including the owners hold appropriate early years qualifications with a further three members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is exceptionally well maintained because staff have an in-depth knowledge of first aid and know how to effectively deal with accidents and incidents. Extremely secure procedures are implemented to record accidents and the administration of medication. Children are protected by the staff ensuring clear written information about children's health is gathered from the parents and permissions are in place to ensure they receive appropriate treatment in an emergency. Children manage their own personal care extremely well. They use the toilets independently throughout the session and they respond readily when staff remind them to wash their hands at specific times. Children are immensely aware of the need to wash when they have dirty hands at other times through the session. For example, as they scare staff with their particularly messy hands after playing with the very sticky play dough in the large hall or after they have covered their hands in paint in the small hall. Younger children systematically ask for help when using the toilets and staff are consistently available. Children who need nappy changing during the session are effectively managed and privacy is fully considered. Staff use a sterilised changing mat, they wear gloves and follow completely hygienic routines. Children's health is entirely prioritised.

Snack time is a very social occasion for the children as they all join together for snack in each of the halls. Children are so comfortable and confident around each other it appears like a large family coming together. They have milk or water to drink, with their choice of biscuits and then their fruit pots which are supplied by their parents. Lots of discussion is held about what fruit the children have and vocabularies are extended with new words being introduced. Snack time often relates to the current topic or theme the children are looking at and staff set up role play situations, for example, as children collected their snack from the cheese shop when they were looking at Holland and the café to buy their black bread whilst looking at Russia. Children continue to develop their social skills by staying for lunch club, this operates three days a week and children join together from both the small and large halls for a sociable lunch. During this time the children chat to each other and the staff member who sits with them throughout their lunch. They are interested in the variety of lunches around the table making comments about the different things everyone has for their lunch. The staff member also brings in a lunch box so she can offer herself as a good role model to the children by eating healthy food and ensuring good table manners.

Children are developing exceptionally well in their physical abilities as they have opportunities every day for some sort of physical activity. Staff offer the children a vast array of activities that promote their physical skills making it different everyday to keep the children interested. Younger children love going outside where they can chase each other around, mountaineer up the hills and slide down the other side as they cover themselves in mud. Children's imagination is fired by this as no toys are in place for them but they soon fall into make believe as they

collect treasure and work together to take it back to their boats. Older children in the large hall have some topic related games for physical play such as fish relay. Here the children have to work as a team and compete, friendly, against another team to match the number of fish to the correct number stuck on the stage. Children run backwards and forwards in turns until the required number of fish are in place. Staff make good use of incidental opportunities, for example, during the recent, rare snow flurry children were able to go rushing outside where they experienced the feel of snow and made snow balls to throw at the staff.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children benefit enormously from the exceptionally well organised and vibrant learning environment and an extensive range of equipment and resources is available and suitable for the ages of children attending. Play equipment is set up before the children's arrival, staff spend a great deal of time turning empty halls into an interesting and exciting place to be. Excellent procedures are in place to ensure equipment is safe and well maintained and good storage has been designed by the staff to ensure they can access all items of play equipment easily.

Children are entirely safe and secure within the hall because the staff are extremely vigilant about their safety and have an excellent understanding of the procedures that are in place to keep the children safe. The main entrance is secured throughout the session by a bolt and all internal doors are fitted with an alarm. All parents know they have to be let out of the hall if they leave at a different time to others. The staff are incredibly vigilant at arrival and departure times ensuring children are with the correct adult and stand in strategic places to ensure children cannot leave the setting without their adult. Children receive clear messages and little reminders about their safety during their session, for example, as they are asked to sit down on their chairs. The children talk about safety in their role play, for example, as they take the hot potato's out of the oven.

Children are protected from harm and kept safe because staff have a very secure knowledge of their role with regards to child protection. They know and understand the procedures to follow should they believe a child to be at risk and implement highly effective procedures for the collection of children to ensure arrangements are secure and children are safeguarded from harm.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children all settle within the pre-school at their own rates and staff use their expertise and knowledge of working with children to guide the parents in deciding when the time is right for them to leave. Many of the children, especially in the large hall, come racing in to the setting in the morning as they cannot wait to see what is available to them or to excitedly tell a member of staff some news.

The interaction between the children and all the staff is fantastically warm and affectionate. Many of the children have their favourite adults within the setting but all the staff are interested in the children and keen to let them lead them in their chosen play.

Children's time within the robins is fantastic, they benefit from an incredible relaxed and homely environment where they make choices about their play from a great selection the staff make available to them. Themes, the same as those being followed in the owls are used within the robins room, this is on more of a relaxed level allowing children to demonstrate their individual spirit. For example, whilst making passports for travelling around the world, the idea was that the children date stamped their passport, this turned into hand painting for some as they moved from one table to another. The staff member was delighted with the child's individuality and praised them for their efforts.

Children can play with any of the toys and staff do not worry, for example, as painted hands move onto the telephones, the staff do not worry, as they say, it washes. Children's loves and desires are encouraged by the staff, for example, as one child who loves playing with water used the shopping list to wash the tables. Staff are seen laughing and giggling with the children as they join in with the children's play to enhance their enjoyment further.

Parents describe a fantastic transitional period from the robins to the owls where their children were extremely well supported by staff they knew and trusted as they developed their relationships with the staff in the owls.

Nursery Education

The quality of teaching and learning is outstanding. Children develop excellent independence as they freely help themselves to resources and make their own decisions about their play. Different areas of the pre-school are left for the children to make independent choices about their play, for example, with the large storage trolley of resources which they can select their own materials from. There is a real feeling of togetherness within the pre-school, the children feel ownership of the pre-school and everything in it, without exception all children are comfortable within their surroundings. There is a relaxed atmosphere within the hall but with high levels of motivation from staff and children. Children are developing well in their independence because the staff have made available coat hooks on the trolley for them to hang their outdoor clothes on, work pockets for them to pop their pictures in and encourage them to independently visit the bathroom or wash their hands after an activity. Children are seen working incredibly well together, they build robots out of a construction material, working closely together as they pass each other pieces they need. Also during tidy up time two children carry a heavy box between them to the stage to be put away.

Children use an excellent range of mathematical language and develop a secure understanding of the concept of number, shape, weight and measure as they freely experiment with a good range of mathematical resources, as well as participating in many planned activities. Staff use normal routine parts of the day to encourage the children in their mathematical thinking, for example, during the fish relay game at physical time children worked in teams to supply enough fish to the number on the stage. They competed well against each other and thought through with their team how many fish they would need. Children develop their concept of money at

many different activities, for example, as children visited the café to buy their black bread for their snack, they were all given two pennies and could choose from bread, sweet or savoury biscuits all costing a penny each. Children quickly realised that they had to make a choice as they didn't have enough money to buy all three.

Children's early reading and writing skills are exceptionally well developed. They confidently recognise and link sounds and letters pointing out familiar letters and words in their name and other print around the hall. Some children confidently write their name or label their own work. More able children are extended well, for example, one child who was very confident in letter recognition completed the alphabet in wooden letters leaving gaps for letters that could not be found and returning to the gaps when completed. All children enjoy many opportunities to practise emergent writing, freely accessing an extensive range of writing tools and materials. They develop extremely good speaking and listening skills contributing confidently to group discussions and listening to and valuing what others have to say. Children sit exceptionally well for the large group story time because the staff member brings the story alive with an enthusiastic voice and lots of open ended questions that make the children think and try to predict the end of the story. At register time the staff member discusses with the children about how they would like to respond to their name. Many children answer the register in French developing their spoken language from another country.

Children are developing a wonderful understanding of the big wide world through a variety of activities, linked to themes including the current topic of all around the world. Children look at the large world map together at register time, they are visiting Russia today and all activities for the day are linked to Russia. The children talk about how the day before they were in Iceland and they have had to go over the sea to get to Russia. Staff members introduce children to different countries as they look at the map. Children are developing an amazing sense of how things work, for example, as many children enjoyed designing and building their own remote control robots.

Children benefit enormously from daily opportunities to engage in a wide and exciting range of physical activities. They confidently ride bicycles and scooters through the session and use their imagination when given just two large balls to play with, children roll on top of them, bounce pass them to each other or have one flying over the top of the other one. They competently use paint brushes, scissors and glue sticks safely and with confidence and freely access a range of writing tools. Children show excellent skills in using more complex tools such as the screwdrivers whilst building the robots.

Children relish in fantastic opportunities to express their own ideas through a variety of role-play situations. Staff are highly effective in the way they support children's play following their leads and enabling them to fulfil their own ideas. The children also have independent access to the amazing selection of dressing up equipment, one child really enjoys being a space cadet as they moon walk around the room and are allowed to leave it on during tidy up time as they love it so much.

All staff have an expert knowledge and understanding of the Foundation Stage curriculum and use an excellent range of questioning techniques and inspirational teaching methods to extend children's learning. They make exceptional use of routines, group times and incidental

opportunities to encourage children to think through their own ideas and solve their own problems. Assessment is rigorous and children's achievements are well recorded. Staff use this information and their knowledge of children's individual interests to plan a starting point for activities on a weekly basis. Children follow their own interests and staff build on this, allowing each child to take the lead role in their learning. The knowledge the staff gain of the children in the robins is expertly used as the children have a smooth transition into the owls to begin their Foundation Stage development. Teaching is consistently inspiring and challenging for all children and staff ensure children are continually making progress, thriving and responding to challenges in an exciting and vibrant learning environment.

Helping children make a positive contribution

The provision is outstanding.

Children are learning about equality through books and stories, home corner play equipment, construction materials and small world figures. However, it's through the opportunities supplied by the staff through the topics that really show children how people are different and how other's live. The children are truly inspired by the current topic of all around the world as staff use their own knowledge to make it so real for the children. Costumes, food and traditional toys bought in for the children to see make the whole topic very interesting to them. Through group discussion and looking at the world map children are developing a good knowledge of where they live in relation to the world. Other topics and activities highlight to the children their more immediate environment as they celebrate the differences between all the people who live in the village. Therefore, children gain a well developed respect for others and learn to recognise and value the similarities and differences between themselves and other people. This positive approach fosters children's spiritual, moral, social and cultural development.

The pre-school actively promotes the inclusion of all children and those with Special Needs, both physical and educational benefit enormously from their time in the nursery. The joint Special educational needs co-ordinators liaise very closely with parents and a whole range of outside agencies to ensure children are monitored, assessed and supported. Their individual abilities and achievements are highly valued and progress is rigorously monitored and evaluated through regular meetings with all those involved with the child. Detailed discussions are held with parents when children start within the setting and staff show parents sensitivity at the identification of special needs with help and assistance if required.

All children settle exceptionally well and develop extremely positive and trusting relationships with all staff. They share and take turns negotiating well, recognising how to play well together. Children flourish and show a very caring attitude towards one another, for example, when one child was upset another collected a tissue for them. Children in both halls generally behave very well, they are so engrossed and focused on the vast amount of activities and choices available to them that they generally move around the hall with focus and direction. Staff use clever strategies, such as whispering at register time which encourages the children to listen well.

Children benefit from a superb partnership between staff and parents ensuring their individual needs are extremely well met. All children are valued and included into the pre-school and highly flexible induction arrangements ensure children settle well and develop a sense of security

and belonging. Staff are incredibly supportive towards the parents and have established friendly, open relationships with them in order to keep lines of communication open as they share the care of the children. Parents receive good information when their child starts in the setting and again as they move from the robins to the owls. Parents play an active part in the pre-school and can come in and help through sessions if they wish, many have been involved in actively fund raising on various events.

Partnership with parents is outstanding. Children benefit enormously because the parents are very pro-active within the group, this has happened because the providers and staff are so welcoming to everyone enabling them to feel comfortable within the setting. All parents are informed about the Foundation Stage of children's development, they are shown the children's development records and staff spend time with the parents explaining what the development records mean to them and their child. At the end of each educational year the providers use the evidence gathered in the development records to write a report for the parents. These are very individual reports about each child highlighting their strengths and any targets the provider may have identified for them. Parents are invited to contribute to the report and add their thoughts and feelings about how their child is developing in their nursery education, allowing them to play a full and active part in their child's learning whilst at pre-school.

Organisation

The organisation is outstanding.

Children receive excellent care from qualified and experienced staff who have a clear understanding of their responsibilities within the group. Detailed, effective systems are in place ready to recruit, appoint and induct new staff ensuring children are safe and well-protected. All staff are dedicated, enthusiastic and motivated, they show good awareness of their roles and responsibilities within the setting and demonstrate excellent team performance. There are good levels of qualified staff and others working towards an early years qualification which keep all staff up to date with current thinking. Staff performance is monitored and assessed both formally and informally and ongoing training identified to further enhance the expertise of staff and the rich experiences offered to children.

Time and resources are very well used and the learning environment and structure of sessions allows children with ample opportunities to initiate their own learning and play a full and active role in their own development. All staff have a clear understanding and implement the extensive policies and procedures within the pre-school. The joint providers take responsibility to ensure these work in practice and continually monitor and update them, to reflect current pre-school practice and keep in line with all changes in legislation. All required documentation is in place, up to date and fully detailed.

Leadership and management is outstanding. The joint providers are truly inspirational in their methods of teaching and caring for young children. They are fantastic role models for all the staff within the setting who are all following their lead. They provide students and volunteers with a vision of high standards of teaching young children in an environment where they are truly keen to learn. All staff have an in-depth knowledge of the Foundation Stage and child development, they use excellent questioning techniques with the children to get them thinking about what they are doing and why. Staff are actively encouraged to increase their skills and

knowledge and identify their own training needs as part of the review process. The motivation, dedication and enthusiasm from the management within the pre-school has a positive impact on all staff, ultimately benefiting the children who attend and, therefore, as a result, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group were asked to ensure the children receive opportunities to develop their independence throughout the session. This has certainly been addressed with the children independently accessing the bathroom, their coats pegs and work pockets and through a variety of activities within the session.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk